

Montana SAELP II Project

Revised Work Plan of Projected Activities (Year 1) August 1, 2004 – June 30, 2005

Breakthrough Strategies #1 and #2

*Submitted by:
Joanne Erickson, Project Director
On behalf of the
Montana SAELP Consortium*

August 1, 2004

	Strategies and Activities	Who	When
State	1. Strengthen cultural context by meeting with key Native American leaders to discuss assistance to low performing Native American Schools using paired schools model and enlist their support.	Bud Williams, Deputy Supt. OPI	July 20 and July 29
	2. Identify high and low performing schools based on criteria developed by SAELP Consortium executive committee and establish baseline data. (See Attachment 1).	Consultant, Dr. Claudette Morton	Completed By August 23
	3. Select participant schools.	SAELP Consortium (broaden consortium representation to include Native American key leaders, business representatives, and greater involvement by universities	Week of 8/30/04
	4. Invite participation of five high performing and five low performing schools. Starting with only five low performing schools will allow for adjustments to and refinement of the model before taking it to scale in 2005-2006 school year.	Superintendent of Public Instruction, Governor, and Board of Education with endorsement from Montana Advisory Council for Indian Education	First week September
	5. Statewide recognition of High Performing Schools in media and partner newsletters.	Board of Public Education, OPI	Second week in September
	6. Orientation regarding expectations for paired schools including requirements for how the subcontract can be used (See Attachment 2).	Project Director OPI/BPE	Third week September
	7. Training: "Turning Around Low Performing Schools" (See Attachment 3).	National Consultant	First week October

	8. Training: “Mentoring and Coaching” utilizing business community for executive coaching model in partnership with Universities (See Attachment 3).	National Consultant, State Chamber of Commerce and university partners	Last week of October in Helena
	9. Conduct Indian Education for All Statewide Summit to build support for SAELP Project with Native American educators.	OPI, Bud Williams, Deputy Superintendent	October 15-16, 2004
	10. Identify and contract with a media specialist to work with the Consortium in creating ongoing reports that Consortium members can use in communicating with their constituent groups and will be posted on the SAELP web page with links to all partner web pages.	Contracted	Early September
	11. Complete SAELP I work in progress on Superintendent and principal evaluation tools that are aligned with improving student achievement	Committees that are currently in place in partnership with professional associations	Complete by January 1, 2005

	Strategies and Activities	Who	When
District	1. Begin pre-testing of both high and low performing schools using interim measures of progress. (See Attachment 4)	Leadership Team (consisting of superintendent, principal(s) and lead teachers. Supported by Project Director	Mid-September
	2. Self-analysis of strengths and challenges based on "Turning Around Low Performing Schools" training.	School Leadership Team (superintendent, principal(s) and lead teachers.) Supported by Project Director and University Ed Leadership faculty and professional associations	Complete by the end of October
	3. Develop and conduct training utilizing university specialists, professional association partners, and consultants in identified areas of need.	High Performing School takes the lead utilizing SAELP subcontract	Beginning as early as November and continuing as needed
	4. Training of school leaders, including teachers, in using data to inform decisions.	High Performing schools with assistance from principals who received specialized data training with SAELP I	January, 2005
	5. Training of Boards of Trustees and administrators in use of new evaluation tools and procedures for superintendents and principals.	Montana School Boards Assn. And School Administrators of Montana	June, 2005
	6. Evaluate superintendent and principals using new models of evaluation.	Boards of Trustees and Superintendents	June, 2005

	Strategies and Activities	Who	When
School	1. Paired schools jointly develop a school site-specific improvement plan based on identified strengths and challenges, pre-test interim measures data, and state assessment data.	School Leadership Team (consisting of superintendent, principal(s) and lead teachers. Supported by Project Director and University Ed Leadership faculty	Started by the end of October, completed by early January, 2005
	2. Begin intervisitations, coaching and mentoring based on the improvement plan.	Paired-school teams of leaders (superintendent, principal, lead teachers)	Begin by November and continue throughout the year
	3. Assess leadership capacity development of teachers, school culture utilizing interim measures of progress.	Each district conducts assessments	June, 2005
	4. Assess student achievement gains and compare to baseline data.	Each school conducts assessments	June, 2005